

From: RL Gaudino [<mailto:ctb500@yahoo.com>]

Sent: Wednesday, July 29, 2015 5:51 PM

To: Kenneth McDonald

Subject: Poorly written from ignorance

It is my opinion the reason it is so poorly written is due to ignorance. Andrew Jackson to the Civil War is totally ATLANTIC prejudice. The word PACIFIC is not included. The history has no knowledge of the West development with the influence in competition for the creation of a continental nation - with Uk, Russia, etc. The thing that upsets me most is the jumble of facts that does not engage in the historical process to demonstrate the development system. It is almost this voice has a bias.

In the draft, there was the outline of maritime routes across Panama, etc. But now there is one short line "around the horn of South America" and no recognition of Hawaii.

The West. The West deeply influenced the politics, economy, mores, and culture of the nation. It opened domestic markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners; and it inspired a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image. The West was a changing region over this period as the country expanded, from the territory opened by the Northwest Ordinance, to the vast lands of the Louisiana Purchase, to the southwestern territories taken from Mexico. The peoples of the West reflected the diversity of the region: American Indians, Mexicans, and Americans (**Europeans, Chineses**). As Americans moved west, they interacted with established societies, both indigenous and those created by earlier colonizers. Students study how the term the "frontier" affected American settlement and development in the West.

The election of Andrew Jackson in 1828 reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was a symbol of his age. Jacksonian Democracy should be analyzed in terms of its supporters—farmers with small holdings, artisans, laborers, and middle-class businessmen. Frontier life had a democratizing effect on the relations between pioneer men and women. Original documents will show the varied roles played by frontier women such as California’s Annie Bidwell, who promoted women’s rights and worked for social change. Women residing in some western states gained the franchise in the late-nineteenth century, earlier than women in other parts of the nation.

In studying Jackson’s presidency, students debate his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. During this time, Alexis de Tocqueville visited the United States to identify the general principles of American democracy. Students can compare his description of national character in the 1830s as recorded in *Democracy in America* with American life today. Students may also consider Andrew Jackson’s legacy in order to evaluate his reputation as a hero for common people. (President Polk)

Students review the story of the acquisition, exploration, and settlement of the trans-Mississippi West, from the Louisiana Purchase in 1803 to the admission of California as a state in 1850. This was a period marked by a strong spirit of nationalism and “manifest destiny,” the sense that Americans had a special purpose and divine right to populate the North American continent. To deepen their understanding of the changing political geography and settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest; map the explorations of trailblazers such as Zebulon Pike, Jedediah Smith,

Christopher “Kit” Carson, and John C. Fremont; discuss the searing accounts of the removal of Indians and the Cherokees’ “Trail of Tears”; and interpret maps and documents relating to the long sea voyages **including around the horn of South America** and overland treks that opened the West. Teachers include discussions about the role of the great rivers, the struggles over water rights in the development of the West, and the effect of geography on shaping the different ways that people settled and developed western regions. Students study the northward movement of settlers from Mexico into the great Southwest, with emphasis on the location of Mexican settlements, their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established. Students need this background before they can analyze the events that followed the arrival of westward-moving settlers from the East into these Mexican territories. Students explore the settlement of Americans in northern Mexico and their actions to establish the Republic of Texas. Teachers provide special attention to the Mexican-American War, its territorial settlements, and the war’s aftermath on the lives of the Mexican families who first lived in the region. Students also study the Treaty of Guadalupe Hidalgo and the California Constitution of 1849 and their effects on the lives of Mexicans living within the new United States borders. **(1846 Year of Decision President Polk).**

The Causes and Consequences of the Civil War

In this unit, students concentrate on the causes and consequences of the Civil War. They should discover how the issue of slavery eventually became too divisive to ignore or tolerate. Ultimately, the nation fractured over the debate about the expansion of slavery into newly annexed western territories and states, especially after the discovery of gold in California. Students review the